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ABSTRACT

This document contains materials used in accessioning information into the MINK (Missouri, Iowa, Nebraska, and Kansas) Network Educational Resources Center. The center serves as a centralized source of materials covering a wide range of topics pertinent to teacher education for reference use in the MINK four-state area. The materials located at the Center include both print and non-print dealing with areas such as: (a) the competency-based teacher education (CBTE) concept, (b) Teacher Corps proposals and working papers, (c) learning packages, (d) teacher education modules, and (e) various education convention report papers from throughout the nation. Materials contained in this publication include the following: (a) sample material request forms, (b) the manual of form and procedure for cataloging and processing MINK Network Educational Materials, and (c) the April and May 1975 selected monthly acquisitions list. (JS)

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MINK NETWORK EDUCATIONAL RESOURCES CENTER

Function

The MINK Network Educational Resources Center serves as a centralized source of materials covering a wide range of topics pertinent to teacher education for reference use in the MINK (Missouri, Iowa, Nebraska, and Kansas) four state area.

Materials

The materials located at the center include both print and non-print dealing with areas such as: the CBTE concept, Teacher Corps proposals and working papers, learning packages, teacher education modules, and various educational convention report papers from throughout the nation.

Service

Circulation

All materials in the Center are available to the faculty, staff, and students of all MINK Teacher Corps Projects. Materials may be checked out by mail for two weeks (10 school days).

Visit the Center

The Center is open from 8:00 A. M. to 5 P. M. Monday through Friday. Appointments in advance are suggested. Our phone number is 319-353-7045.

Publication

A monthly bulletin will be issued by the Center. The bulletin will report the major events of the MINK Network. An acquisitions list of new holdings will be included in the bulletin. The Center will also compile and publish bibliographies and catalogs on related subject areas on an irregular basis. The monthly bulletin will be distributed free of charge to each Teacher Corps Project within the MINK Network. Center produced materials or publications will require a minimum fee to Non-Teacher Corps Projects to cover the production and handling cost.

Staff

Dr. Robert Mortenson, Coordinator
Mr. David Hall, Graduate Assistant
Mr. Robert Chang, Graduate Assistant
Mrs. Joan Bisseland, Secretary

Address

MINK NETWORK RESOURCES CENTER
W419 East Hall
The University of Iowa
Iowa City, IA 52242

MINK NETWORK EDUCATIONAL RESOURCES CENTER
W419 EH THE UNIVERSITY OF IOWA
IOWA CITY, IA 52242

TO: DATE:

We are sorry, but the following materials on your request are not available (see reason below). This form, with your preferences indicated, may be returned as revision of your initial order.

Material Number	Material Title	Dates Requested	* Code	Re-order 1st	Re-order 2nd	Date Avail. 1st	Date Avail.

*Code: Reasons for materials being unavailable.

A. Already booked for dates requested.

B. Damaged by last user.

C. Returned late by last user.

D. Not in our library.

E. Have not received from publisher.

F. Withdrawn from our center.

G. Already booked through remainder of semester.

H. Booking is done up to five months in advance; please re-submit request on appropriate date.

MATERIAL REQUEST FORM

MINK NETWORK EDUCATIONAL RESOURCES CENTER

W419 EAST HALL, THE UNIVERSITY OF IOWA

IOWA CITY, IA 52242

When possible, materials are booked on the exact dates requested. Since this is not always possible, please suggest an alternate date for each item by checking the appropriate column to the right.

Request should be in our office two weeks in advance of need.

All materials may be booked for two weeks (ten school days).

Classification No.	MATERIAL TITLES		Date (Day) Needed	Anytime During Week Requested	Either Week Before Or After Day Needed	First Available Date-Before (Insert Date)	OFFICE USE ONLY
	First Choice						
	Second Choice						
	First Choice						
	Second Choice						
	First Choice						
	Second Choice						
	First Choice						
	Second Choice						
	First Choice						
	Second Choice						

If your first and second choices have been booked, may we substitute another item covering the same subject if available. Yes ____ No ____

Name

Project Director Approval

Project

Address

(For Center Use Only)

B ____ R ____

A MANUAL OF FORM AND PROCEDURE

FOR CATALOGING AND PROCESSING MINK NETWORK EDUCATIONAL MATERIALS

I. PERIODICALS

1. All subscribed educational periodicals will be filed in the journal files' box.

2. The journal files boxes are arranged alphabetically by title and volume number.

3. The title used for the journal box label is the first key word of the title.
   For example:
   Journal of Teacher Education
   entered as: Teacher Education, Journal

4. The label of the filing box follows the format below:

Teacher Education, Journal.

Vol. 19-22

1968-72

5. A title card for each periodical will be filed in the card catalog.

Sample:

Teacher Education, Journal.

v. 19- 1968-

(shelved in journal files box)

II. VERTICAL FILE MATERIALS

1. Definition: Any printed material with less than 40 pages will be filed in the Vertical File (i.e., booklets, brochures, working papers, pamphlets etc.)

2. The following procedures for processing Vertical File material are:
   a. Look into the material, to see if it is worth while to keep.
   b. Assign a subject heading in the upper right corner. (A subject heading index will be gradually developed. Try to use the terminology used in the Education Index.)
   c. Be sure to keep the terminology used consistent.
   d. Select important titles for the monthly acquisitions list.
   e. File the material in filing folders in alphabetical order.
   f. No cataloging card is needed.
   g. Weed out the file from time-to-time.

III. BOOKS

1. Cataloging
   A. In general, the main entry (heading) is listed by author. If the author is unknown, enter the work by title.

B. The author may be a person or a corporate body (organization).

C. When two or three authors share in the writing of a work, enter it under the person or corporate body mainly responsible as shown by wording, typography, or listed first on the title page.

D. If there are more than three authors, enter the work under title.

E. When a number of independent works done by several authors are published under editorial direction, enter it under its title, if it has a collective title.

F. If a work produced under editorial direction lacks a collective title, enter it under the title of the title page.

IV. CARD FORMAT

1. A set of cards for a work should include:

A. Main entry (author) card...unless the author or editor is unknown.

B. Title cards...except works with titles that are incomplete or meaningless such as "collected works", "papers", "reports", etc. In this case, no title card is needed.

C. Subject cards...use the same subject headings list used for the Vertical File.

2. Placement of items:

A. The Classification number is at the left edge of the card on the third typing line (one line above the main entry.

B. The Main entry begins nine spaces from the left edge of the card and on the fourth typing line.

C. The second indentation is on the 12th space from the left edge of the card.The title begins at the 2nd indentation.

D. Added entries (Ex. subject headings) begin at the second indentation on the 3rd line from the top of the card.

E. The second line of a two line author entry begins at the 3rd indentation.

3. Spacing:

   A. One space follows a comma or semicolon.

   B. Two spaces follow a period, question mark or exclamation mark.

   C. Three spaces separate the complete title of a book from the main body of writing.

   D. No space comes between a number and the abbreviation for page or volume (Ex. p.4 or vol.8)

4. Sample cards:

   A. Title card:

Guide for developing instructional modules.

Abell, Russ.
Guide for developing instructional modules.
xxx Des Moines, IA: Drake University, College of Education, 1972.

   B. Subject Card:

INSTRUCTIONAL DEVELOPMENT

Abell, Russ.
Guide for developing instructional modules.
xxx Des Moines, IA. Drake University, College of Education, 1972.

V. CLASSIFICATION

1. The following is the classification scheme used for the print and non-print materials:

   Ex. CBTE - Initial of the subject matter
   .2 - Type of material .1-.9 (see schedule below)
   Drake - Institution
   018 - Accession number

2. Schedule (type of material)
   - .1 General work
   - .2 Report (special, annual, conference)
   - .3 Handbook
   - .4 Paper (position paper, working paper)
   - .5 Project
   - .6 Guide
   - .7 Proposal
   - .8 Learning module/package

3. If materials are serial in nature, add a date to the call number. For example:

   CBTE
   .2
   1974 - year of convention or conference
   HU
   037

VI. CATALOGING OF A-V MATERIALS

1. Cataloging will be based on the AECT standards for cataloging non-print materials.

   A. The entry for all audiovisual materials will be listed by title.

   B. If there is more than one title, choose the one which best matches the content.

   C. The arrangement of catalog elements follow the sequence below:
      a) Title
      b) Medium
      c) Edition (if any)
      d) Producer
      e) Date of release
      f) Physical description (may be omitted)
      g) Series (if any)
      h) Notes (contents)
      i) Tracing (added entries) - noted on the back of the card

   D. The clarification number for A-V materials will be the same as for print materials.

Sample:

CBTE
.1 Introduction to CBTE (Kit).
SUNYa
016 SUNY, Teacher Educational Developmental Service (n.d.).
4 cassettes
4 filmstrips
pt. 1 - overview

E. A-V color codes and media designations are not used.

F. The subject heading, institution designation, and accession number will be the same as with the

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	Second Choice						
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	Second Choice						
	First Choice						
	Second Choice						
	First Choice						
	Second Choice						

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Name

Project Director Approval

Project

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(For Center Use Only)

B ____ R ____

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B. Damaged by last user.

C. Returned late by last user.

D. Not in our library.

E. Have not received from publisher.

F. Withdrawn from our center.

G. Already booked through remainder of semester.

H. Booking is done up to five months in advance; please re-submit request on appropriate date.

MINK NETWORK EDUCATIONAL RESOURCES CENTER

SELECTED MONTHLY ACQUISITIONS LIST

APRIL, 1975

I. Competency - Based Teacher Education

CBTE. 8 UW030 Battle, Edwina. Methods of Public School Music. (Resources for CBTE, no. 8). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. (unpaged)

CBTE.8 UW026 Battle, Edwina. The Role of the Community Coordinator. (Resources for CBTE, no.47). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. 13p.

CBTE.8 UW028 Blount, David. Competencies Essential for Diagnosing Reading Difficulties. (Resources for CBTE, no. 6). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. (unpaged)

CBTE.8 UW027 Dominguez, Fernando. Bilingual Education: A Needs Assessment Case Study. (Resources for CBTE, no. 5). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. 12 p. Also includes: Implementing Competency - Based Educational Programs at Southern University. by Fernando Dominguez, 6 p.

CBTE.6 DrU003 Drake University. Guide for Developing Instructional Modules. Des Moines, IA. 1972.

CBTE.1 SUNYa .16 .17 .18 .19 Introduction to CBTE. (kit) SUNY, Teacher Education Developmental Service (n. d.)
4 cassettes
4 filmstrips
pt. 1 - Overview, pt. 2. - Governance
pt. 3 - Curriculum Model, pt. 4 - Program Development.

CBTE.8 UW029 Kalectaca, Milo. Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers. (Resources for CBTE, no. 7). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program. 1973. (unpaged)

CBTE.8 UW024 Leake, Horace Milton. A Seminar on Competency - Based Teacher Education for University Personnel. (Resources for CBTE, no. 2) Madison, WI; U. of Wisconsin, Teacher Corps Associates Program, 1973. 17 p.

CBTE.8 UW031 Ligons, Claudette Merrell. Non-verbal Communication and the Affective Domain. Resources for CBTE, no. 9). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. 44 p+

CBTE.2 1974HU 004 005 National Conference on Competency Assessment Research and Evaluation. 1974. (U. of Houston). Report. 2 copies.

CBTE.8 UW023 Ochoa, Alberto. A Module for Understanding the Characteristics of Competency - Based Education. (Resources for CBTE, no. 1) Madison, WI: U. of Wisconsin, Teacher Corps Associates Program. 1973. 33 p.

CBTE.8 UW032 Van Brunt, Vida. Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile "Troubled Youth" of the Inner-city. (Resources for CBTE, no. 10). Madison, WE: U. of Wisconsin, Teacher Corps Associates Program, 1973. 40,29 p.

CBTE.8 UW025 Watson, Joseph C. Curriculum Specialists Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies. (Resources for CBTE, no. 3). Madison, WE: Teacher Corps Associates Program, 1973. (unpaged)

II. Teacher Corps

TC.7 DrU015 Drake University. Teacher Corps Proposal: Cycle IX. Des Moines, IA. 1974

TC.7 IU 011 012 013 014 Iowa University. Teacher Corps Proposal: for Innovative Education Principals with Major Emphasis on Bilingual-Bicultural Education. 4 copies

TC.5 KSTC010 Kansas State Teachers College. Teacher Corps First Year Report and Amendments to the Rural Eastern Kansas, Eighth Cycle Project, Emporia, KS. 1974.

TC.1 NEA001 National Education Association. Lessons From the Teachers Corps. Washington, D. C. 1974.

TC.7 WsU022 Wichita State University. Teacher Corps Project Proposal. Wichita, KS. (n. d.)

TC.9 KXTC 020 021 Williams, John Reed, ed. Teacher Corps Teacher Education Materials Bibliography: the Bambi Collection. Emporia, KS. Kansas State Teachers College, Teachers Corps Project. (1972?) 71p.

III. Affirmative Action

AA.4 TU 006 007 Recruitment Leadership and Training Institute. Minorities in Policy Making Positions in Public Education. Philadelphia, PA. 1974. 2 copies.

AA.4 TU 008 009 Recruitment Leadership and Training Institute. Women in Administrative Positions in Public Education. Philadelphia, PA. 1974

IV. Personnel Management

TA.3 DrU 002 Drake University. Handbook for Teachers and Teachers' Aids. Des Moines, IA: Drake Educational Institute. (n. d.)

VB.4 IU033 Michalak, Daniel A. Testing Interdisciplinary Models of Dialogue Settings for Improving the Effectiveness of Supervisors Verbal Behaviors in a Supervisory Conference: paper presented at the Annual Am. Educ. Res. Assn.,New York, N. Y., February, 1971.

MINK NETWORK EDUCATIONAL RESOURCES CENTER

SELECTED MONTHLY ACQUISITIONS LIST

MAY, 1975

I. Teacher Corps

TC.4 TC049 Teacher Corps, U.S. Office of Education. Teacher Corps Planning Conference: Summary Report. (July 23-26, 1974) Washington, D.C. 1974. 172p. 2 copies.

TC.4 ToU048 Team Leadership Development Project. Perspectives on the Role of the Teacher Corps Team Leader. Toledo, OH: University of Toledo, 1971. 166p.

TC.6 ToU047 Team Leadership Development Project. Training Guides for Teacher Corps Team Leaders. Toledo, OH: University of Toledo, 1971. 134p.

TC.2 pt044 Marsh, David D. A Study of the Effectiveness of Sixth-Cycle Teacher Corps Graduates by David D. Marsh and Margaret F. Lyons. Berkeley, CA: Pacific T & TA Corporation, 1974. 164p.

TC.2 pt045 Marsh, David D. Teacher Corps Graduates in Highly Innovative Roles in Education: A Follow-up Study by David D. Marsh and Margaret F. Lyons. Berkeley, CA: Pacific T & TA Corporation, 1974. 57p.

TC.2 pt046 Marsh, David D. Teacher Corps Projects: Description and Implications for Management by David D. Marsh and Margaret F. Lyons. Berkeley, CA: Pacific T & TA Corporation, 1975. 99p.

II. Systematic Observation

SO.4 UM038 Weinberg, Richard A. ed. Observation of Pupils and Teachers in Mainstream and Special Education Settings: Alternative Strategies. Minneapolis, MN: Leadership Training Institute. 1975. 281p.

III. Special Education

SE.4 UM039 Reynolds, Maynard C. ed. Exceptional Children in Regular Classrooms. ed by Maynard C. Reynolds and Malcolm D. Davis. Minneapolis, MN: 1971. 125p.

SE.4 UM038 Demo, Evelyn N. Instructional Alternatives for Exceptional Children. Minneapolis, MN: Leadership Training Institute. 1973. 195p.

SE.1 UM040 Birch, Jack W. Mainstreaming: Educable Mentally Retarded Children in Regular Classes. Minneapolis, MN: Leadership Training Institute. 1974. 104p.

SE.3 UM042 Thiagaragan, Sivasailam. Instructional Development for Training Teachers of Exceptional Children: A sourcebook by Sivasailam Thiagaragan, Dorothy S. Semmel and Melvyn I. Semmel. Minneapolis, MN: Leadership Training Institute. 1974. 195p.

SE.4 UM041 Hively, Wells. Domain-referenced Testing in Special Education ed. by Wells Hively and Maynard C. Reynolds. Minneapolis, MN: Leadership Training Institute, 1975. 146p.

IV. Educational Psychology

EP.2 UM037 Reynolds, Maynard C. ed. Proceedings of the Conference on Pschology and the Process of Schooling in the Next Decade: Alternative Conceptions. Minneapolis, MN: Leadership Training Institute. 1971. 256p.

V. Job Corps

JC.2 AACTEa34 Lang, Duaine C., Stevenson, Robert J., and Mortenson. Job Corps: A Final Examination. Washington, D.C.: American Association of of Colleges for Teacher Education. 1972. 95p.

VI Interaction Analysis

IA.3 FWL035 Werner, Edwenna et. al. Interaction Analysis: Teacher Handbook. Berkeley, CA. Far West Laboratory for Educational Research and Development. 1972. 333p.

IA.3 FWL036 Werner, Edwenna et. al. Interaction Analysis: Answer Handbook. Berkeley, CA: Far West Laboratory for Educational Research and Development. 1972. 165p.